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SCHOOL AND SOCIETY

EDITED BY J. McKEEN CATTELL

Volume XI SATURDAY, FEBRUARY 7, 1920 Number 267

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$5.00 A YEAR PUBLISHED WEEKLY 15 CENTS A COPY

THE SCIENCE PRESS

LANCASTER, PA. GARRISON, N. Y.

Entered as second-class matter January 2, 1915, at the Post Office at Lancaster, Pa., under the Act of March 3, 1879

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SCHOOL AND SOCIETY

Volume XI SATURDAY, FEBRUARY 7, 1920 Number 267

THE EDUCATION OF THE FEELINGS

PEDAGOGY, the practise of the principles of psychology, is older by ages than psychology, the mother science, itself. Laws of the human mind are as old as man. For millions of years the minds of men have been working along the laws of association, obeying the laws of memory, and using apperception masses. But all this has been unconscious. In the meantime educational theories and sciences have grown up, flourished, and vanished, with never a thought as to whether they were based on psychological laws.

We know, of course, that the mind has three functions, knowing, willing and feeling, but we have in our schools developed only one. From the earliest times we have made education a matter of instruction in knowledge, and even to-day our school system is based on promotions made or denied according to examinations of whether or not our children have a verbal memory of certain facts. This view finds its culmination in the old Chinese system of education, based wholly on examinations concerning the four books and the five classics, and there has resulted a people who have made no material progress since before the time of Christ. They discovered gunpowder before its introduction into Europe, and yet used it only for fireworks until within our own memories. During the last war between China and Japan the Chinese armies went out to battle against machine guns and cannon with hot-air balloons in the shape of hideous dragons intended to scare the Japanese away. Centuries ago they invented the mariner's compass, but even to-day it is not used on the sea, and is to be purchased only in toy stores. The Chinese know plenty of things, but they never carried their knowledge over into will.

This emphasis of knowledge produced during the Middle Ages the Dialectic of the Schoolmen, so that the brain power of Europe was wholly given over to hair-splitting arguments. A debate raged at the University of Paris for more than a decade as to whether or not God, the omnipotent, could if he wished create two mountains without a valley between. With the breaking up of the Dark Ages, when Latin, the language of Dialectic, ceased to be the language of religion or of the clergy, and a century later ceased to be the language of the schools or of learning, it was this same emphasis on knowledge divorced from use that brought about the disciplinary movement in education; a movement that dominated England up to 1914, and that made her dependent on her colonies and the rest of the world for all advance in the technique of science. The disciplinarian holds that it is the process of acquiring knowledge and not the kind of knowledge acquired that is important. In other words, it does not make much difference what you know if only it was hard enough to learn and had a very formal character.

As a result our present high-school curriculum is cluttered with all sorts of subjects that give knowledge about themselves, but that have never proved their usefulness in life. It is the shelter of many subjects that have never been able to give a better reason for their existence. Worse, it is the

shelter of the poorest teaching we have—namely, teaching about certain subjects instead of an enlivened teaching of the subject. The poorest course I have ever had myself was labelled botany. It was mislabelled, however, for it was a course about botany and not of botany. I suspect that English is the most poorly taught subject in our secondary schools and that argumentation is the most poorly taught division of that subject, though exposition would give it a hard race for last place. That is because the average teacher teaches *about* exposition or argumentation and does not teach the subjects themselves. Not long ago I visited a famous classical high school in an eastern city, and in an English room saw a long list of dates in Chaucer's life given a class to commit to memory. Knowledge, again, as dry as dead men's bones. I once saw in one of the better high schools in a certain great state a teacher consume almost the whole class period discussing whether or not Gray knew what he was about when he made the second line of his Elegy in a Country Churchyard read "The lowing herd *winds* slowly o'er the lea," instead of "wind"—in short, whether or not herd is a collective noun and so takes a singular verb.

Worse than all else to-day, this false emphasis on knowledge has brought about an equally false distinction between so-called "classes" who know, and so-called "masses" who perhaps have not so much empty knowledge, but who are the doers in this workaday world of ours. It is this theory of education that is at the bottom of much of our social unrest.

Now this education that for centuries has been defined as knowledge only, two decades or so ago looked down a new vista and recognized the will, a second function of the mind that we are seeking to train. The ability to do was seen to be a legitimate part of educational training. It was decried, sneered at as a "non-cultural, bread-and-butter policy," but to-day it has won its place on the stage of pedagogical procedure, and we are now proud rather than otherwise of the linking up of vocational guidance with the schools. The ability to make a living, even, if you please, is no longer a popular subject for sneers. I have in mind a case that came under my observation of a family of girls, very poor indeed. The father is a fine Greek and Hebrew scholar, but with no means whatever of providing for his family—this lowly function being filled by the mother who supports the large family on the proceeds of the many family washings she does. The father is seeing to it that each of his girls in turn is graduated from college, but any courses that he thinks "utilitarian" are banned. And as they leave college they are prepared for no living better than that afforded by the revenue of the washtub. The most ardent lover of the ancient languages could only wish these girls had been taught to make a living for themselves so they might afford some of the pleasures of life of which they have read.

Following the practise of will-training in the school came the belief that it was correct theoretically. Biology has now submitted proofs that in the animal series, and indeed in the development of man from the time he was a pigmy with no weapons but clubs and stones up to to-day, the development of muscular ability came first, historically, and dragged brain power along in its wake. It was Elbert Hubbard who said, I believe, that his studies had convinced him that progress was a series of rear-end collisions—and the history of education would often seem to bear out such a view. Books have been the common property of the classes who work with their hands for only a century or so, and we

know that our forefathers came to man's estate through the training they got in solving the problems of their environment.

But we have made progress, for it is now the accepted belief that manual training, well taught, makes for good habits of thought, and here it finds its excuse for existence rather than as a preparation for a life of carpentry, which it certainly is not. It is valuable to have this one study in the curriculum in which a boy can not cheat or bluff. If his box corners do not fit, here there are positive standards of comparison.

Education is now often hazily defined as "social efficiency,"—a working for the common good. But if we are to make this definition a vital one, it will be only as Education gets a free glance down another vista. The feelings, more basal and fundamental than any other element of mental life, must come into their own and be trained just as carefully, thoughtfully and persistently as formerly we cared for the cognitive powers. Note, if you please, how the feelings enter into this matter of social efficiency—for we people do not *work* for anything unless we feel it worth while. Dr. Strayer has told us that "Education is worth just the difference it makes in the activities of the individual who has been educated." But educate either the knowledge or the will or both, if you please, and you will make no very appreciable change in the individual, at least no desirable change, unless the enhanced power of these functions be based on sound feelings.

It should be stressed that knowledge alone does not lead to right conduct. It takes an expert in arithmetic to become a short-change artist. Many a man is not dangerous to-day only because he does not know enough to be very dangerous. It takes a fine penman to forge checks expertly. Once I saw a young man expelled from college for a most disgraceful thing who had only the semester before led a large class in ethics and made a very rare record in it. Look at our misgoverned cities and states—in every case the playthings of men whose knowledge has been developed out of all proportion to their feelings for the right.

Nor is will-training alone enough. "It is not enough that one be able to make a living—he ought to learn to enjoy life." Many a man struggles through the vicissitudes of life successfully enough to reap an abundant reward of material things in the end and finds his treasures only dust and ashes because he has no capacity for enjoying them. I suspect that many of us left the farm with its most excellent will-training—G. Stanley Hall says the best the world has ever afforded—because we were given no appreciation of the beauties of the country nor the proper kind of feeling toward farm life. All this Back to the Country movement is an outgrowth of a proper feeling toward rural life. Many a man has grown old and gray before he has ever seen, appreciatively, his first sunset. I knew in Iowa a farmer who industriously taught his only son the theories of scientific farming, and saw to it that he was muscle trained early and late—but all for the sole purpose of making enough money to buy more land on which to toil and make some more money for the purchase of more land. One day his boy straightened his back long enough to say, "Say, Dad, if we could eat dirt and didn't have to wear no clothes, wouldn't this be a heck of a fine world to live in?"

Dr. Wm. McAndrew, for years the principal of the great Washington Irving High School for girls in New York City, perhaps the finest secondary school for girls in the world, now associate superintendent of education of New York, said in a recent

publication that he wanted to put down in his pedagogical platform that the training of the feelings was basal. He had for a number of years in his great high school two high-salaried teachers who spent their lives teaching the 6,000 girls gathered annually in that building what they call "manners"; Miss Calkins would say, giving it a psychological basis, giving them a feeling of at-homeness in all sorts of situations. Every effort was made to help the girls to an appreciation of all that is good, true, and beautiful. The beauties of literature were pointed out at the expense, if need be, of philology. There were classes in art appreciation, in music appreciation, in appreciation of civic responsiveness to the call of duty.

Now all this is because sensations, the basis of knowledge, may or may not affect one—certainly not if the attention be turned toward something else or if one be too strongly prejudiced against them in the first place. But feeling—feeling is the reaction of the whole organism to a situation. A sensation is highly localized, and may probably affect only a small part of one's being. But affection, feeling, on the other hand, is fundamental to every function of one's soul and every muscle of one's body.

Dr. Strayer calls the instincts the "factors conditioning the teaching process." And every instinct has its roots in feeling. Think over the list of feelings—had not every one of them, play, constructiveness, emulation, imitation, ownership, wonder, and the rest, had they not every one of them resulted pleasantly, pleasurably, they would never have found themselves possessed of that survival value that has brought them down from generation to generation until to-day we have them as instincts.

I never read over Rousseau but what I think how I should like to see a school curriculum, sometime, based on the instincts instead of subjects of study. If only you could take an inventory of my own child's instincts and then play upon them, developing some, repressing others or at least turning them into proper channels of activity, how glad I should be!

Let me mention only one example. Rarely is there a boy who needs his instinct of pugnacity specially fostered, and yet our schools do very much to promote the spirit of competition. But emulation—the competing with one's own self instead of with others, how little that is stressed in America! And yet what results might be obtained from just that! The day a little French boy enters the primary school he is presented by the French government with a strongly bound blank book, upon which his name is inscribed, and which may never be taken away from him by any process of law. On the last day of each school month until he has passed up through all the grades and has been graduated he writes the lessons for that day in his book. They are then corrected by his teacher, and he is urged to beat his own record the next month, rather than to be content with beating some other boy perhaps naturally weaker than himself.

To return to our psychology. The theory of the transfer of training is an old one—it came in long before any experimental investigations into the processes of the mind had been attempted. According to John Locke and to his followers down to to-day a general power may be derived from special activities out of all proportion to the expenditure of effort therein, and when developed, it may be transferred, that is, it will be available in every situation, however dissimilar, and will be applicable to the solution of prob-

lems presented by any subject. Now this theory of transfer has been the shelter not alone of the so-called disciplinary subjects, the ancient languages, mathematics and logic, but also of many of the conventional subjects of study during a long history. It was held that they did not ever need to be used themselves, but that they were good for you just because they were. For example, the greatest common divisor. No one ever saw one out of an arithmetic, but we have been teaching it for a century just the same. I myself spent many weary hours west of the rain line in Kansas figuring over the mysteries of marine insurance. I should be able to make myself better understood to-day if I had been given some practise in language and less in diagramming and parsing.

But we do know that there is one thing that does carry over, and that always. Ideals transfer all through life, once we can produce them. Neatness does not carry over from arithmetic papers to shoes and neckties—but if through arithmetic or anything else in the world one can inculcate an ideal of neatness it will color the whole life. Consequently education must concern itself with the ideals, purposes and standards which should be acquired by children. Turn out of our school rooms children with high ideals, with worthy purposes and true standards of conduct and one may safely risk their acquiring useful knowledge and putting it later to a good purpose.

And all this because feelings are the foundation of the entire superstructure. Suppose we call the part of the feeling that we see "bias," or "prejudice"—we shall then not be able to evade the issue. If a youth comes to adolescence prejudiced against a thing it is almost impossible later to educate him in the sense of inculcating proper ideals, purposes and standards to measure that one thing. To return again to Miss Calkins' psychology, she calls this a feeling of "butness." I know I ought not to smoke cigarettes, but—. Rip Van Winkle knew he ought not to drink heavily, and with his weak will again and again determined not to. But—his feelings overcame both knowledge and will. In my boyhood I knew full well that to cheat in school was wrong. Our teachers, however, knowing nothing of the psychology of the feelings, said to us, "*If* I catch you cheating," —and we replied, in actions that spoke louder than words, "All right, *if* you catch us." There are certain states that always roll up tremendous democratic majorities because they are peopled by citizens who have been brought up to feel that it would be a disgrace to scratch the democratic ticket—and there are states that are just as thoroughly republican for no better reason.

But if, now, you bring a youth to adolescence with strong prejudices in favor of certain ideals, purposes and standards, why, then the work is already half done. These standards carry over into all the avenues of life. There is no fear of a student's cheating who has been brought up by the standards of emulation, a competition with his former self. For he knows that irrespective of whatever grades he may or may not get, there is no one to cheat but himself, and that if he pretends to get a lesson or examination and does not he still measures short of what he might be and will always remain so.

Let us carry this through to its conclusion. Shall we not see to it that we educate our children's feelings, even if we have to do some pruning of our present curriculum? What is comparable to an appreciation of the good, the true and the beautiful? Try the theory on your own imagination; do you not wish to-day you

appreciated better music than you do? Do you not wish you liked Shakespeare and Ibsen in the line of drama better than melodrama? Would it not be eminently worth while if we all cared for better movies than we do? Is not a love of good literature, so that we read it now day by day instead of merely admitting that we did read it in some course in school long ago better than learning the date of the death of Chaucer's second wife, or a discussion of the technical grammar of Gray's Elegy? We should remember that it is the letter, dry dusty knowledge, that killeth; and the spirit, the feelings, that keepeth alive!

Ideals, purposes and standards! If you were to have Solomon's dream, and the Lord should ask you what good thing you desired for yourself or your children, what better thing could you ask of Him than that you and they should be given such feelings that you would love the good and cleave to it, and cast away all else?

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ON THE BANKRUPTCY OF THE TEACHING PROFESSION

PRESIDENT SWAIN'S address at the Pittsburgh meeting of the National Education Association is referred to as a prophecy that the teaching profession is liable to bankruptcy on account of the low salaries being paid to teachers.[1] This warning note "followed by a campaign of the National Education Association for increased salaries, resulted in increases in salaries throughout the country." Just how far this address and the campaign referred to, are responsible for the little raise in salaries now enjoyed by so many teachers, is problematical. Assuming that they have done all that is claimed for them, every member of the teaching profession must feel a debt of gratitude for these words and deeds. Moreover, the great army of teachers who have waited long for some such sign of a coming pecuniary reward compatible with their calling and its outlay in time, money, and effort, must be astounded by the simple method which produced such results. There can be no doubt that the more important improvements in education must parallel the money route for a time at least. Nor can it be supposed that the best schools will ever be possible without their financial resources in ever-increasing amounts.

But the careful student of pedagogy is confronted continually with its complexity, especially since the fields of the equally complex sciences, sociology and economics, are now inseparably connected with it. This seems now to be the real situation. A glance into the history of education reveals the intelligence that these same sciences were ever associated with the teaching profession. The history of education, like all history repeating itself, is a source of refreshment to weary minds of to-day, even if its lessons are not always satisfying by way of promise. Let us take a concrete example.

In the early days of academic instruction (then corresponding to the public schools of to-day socially and economically) in Philadelphia, an analogous situation existed. Montgomery[2] quotes at length from a petition presented to the city fathers. There is reference to the necessity of teaching English to foreigners "yearly imported among us, totally ignorant of our Laws, Customs and Languages." This petition also asked "that the youth of Pennsylvania may have an opportunity of receiving a good education at home, and be under no necessity of going abroad for it." To meet

[1] *N. E. A. Bulletin*, November, 1919.

[2] "History of the University of Pennsylvania."

these social and economic situations, the petition further asked "that a number of the poorer Sort will be hereby qualified to act as Schoolmasters in the Country, to teach children Reading, Writing, Arithmetic, and the Grammar of their Mother Tongue, and these being of good morals and known character, may be recommended from the academy to the country schools for that purpose; the country suffering at present very much for want of good Schoolmasters."

Making the proper allowances for the social advances since that day, one is struck with the existing similarity with ours in so many fundamental respects. We are trying to do the same thing—to educate the newcomers to our shores; to teach the rudiments of knowledge to all; to justify the qualifying of ill-prepared persons to teach school—rural schools in particular. The field secretary of the National Education Association[3] reports that "more than 100,000 teaching positions in the United States are either vacant or filled by teachers below standard," and "the number of teachers below standard are greatest in the rural districts where salaries are lowest and teaching conditions least attractive."

It is suggested[3] that the salary question overshadows the related questions of higher standards and ideals. This can not be in accord with all the facts of a complex situation. While the salary problem is most important, it is not all by any means, and one may even doubt its sole equality to the summated significance of the many other factors which have had something to do with the supply of teachers, good or poor, at any given time.

In regard to the reputed dereliction of school boards and commissioners respecting the proper increases in salaries for teachers, the deep-lying and slow-moving economic forces of all public enterprises deserve more than spasmodic and ephemeral denouncement. Something can be said for the "jazz" of the times which Professor Poor[4] admits to be prevalent even in the solid factual scientific world. But Dr. Snedden[5] very clearly indicates the proper attitude to be assumed by members of the teaching profession as follows:

> Teachers' salaries being chiefly paid by collective contributions levied on property, there exists ceaseless pressure, if not to have these lowered, at least to prevent them from being raised. In a thousand ways the teaching profession is made to feel the opprobrium and exactions of working for a many-headed employer whose ideas of what service he should or could have are relatively vague and inchoate. . . . It may well be doubted whether public employment can ever become as discriminating, as appreciative, as well rewarded and as free from vexatious restrictions and deadening routine as private employment. . . . The public's sensorium of responsibility is too widely diffused.

Continuing, he says that

> Not all kinds of prices respond with equal speed to changing of price determinations. The farmer and casual laborer demand and exact increases most easily. Persons in receipt of incomes of fixed rate on investments can not secure changes at all. Rents and land values respond somewhat tardily, while salaries, especially of those of workers not easily able to compete in other occupations, respond at a rate so low as to be tragic. And as between salaries paid by private and those paid by public, employers, it is evident that the latter must move slowest of all.

Here we have a situation complex enough to thoroughly test the proverbial patience of teachers. The alleviation of the salary question clearly rests on economic factors more complex than will admit of solution through sentimental appeals of class patriotism.

A conception of the complexity of factors which must become operative negatively before the teaching profession passes into

[3] N. E. A. Report, November, 1919, p. 15.

[4] *New York Times*, November 16, 1919.

[5] SCHOOL AND SOCIETY, November 8, 1919.

desuetude, may be gained by reflecting on the subtle reasons why teaching is chosen as a profession. In the first place teaching is a relatively clean and healthful occupation. This is an important consideration and does not admit of very valid gainsay, in spite of the diseases which Terman[6] finds. A like study of any profession or occupation would undoubtedly yield even more food for reflection on the advisability of its being avoided or chosen from the standpoint of health. Moreover, if life insurance companies can be relied upon to give significant statements touching the subject of occupational risks, it becomes apparent that all things considered, teaching is by no means the worst kind of employment.

Again, the teaching profession is peculiar in respect to its inherent values and attractions. These are so obvious that even the most pessimistic commenters on the present "educational unrest" must admit them. A recent writer for the *Chicago Herald and Examiner* forcing his theme "Education Going down Hill," finds reason to observe:

> There are to-day the same compensations inherent in the teaching profession that there always were. It gives a certain dignity, a certain leisure, a certain opportunity to satisfy the heart that inquires for truth. And these are very real rewards for some.

The truth of this statement is often expressed by those who after many years of service have come to feel that not the least of their wages might be found in their work. The attitude of the teacher in regard to his work is far different from that of the ordinary worker in most private employments and it is just this attitude that has had a great deal to do with the making of the profession. Nor can it be said that mere pecuniary reward created this spirit; if such were true, there would indeed be danger of professional bankruptcy when in times like these finances are seemingly withheld under the new perspective of distorted money values.

In still another important respect teaching is chosen for its "stepping stone" advantages. Many a country physician, or city lawyer, or metropolitan captain of industry, is able to attribute his frail start to the opportunity which a few terms of teaching in some district school tendered him by way of immediate salary and a chance to study on the side. Out of respect to the advances which the profession has in recent years made, it may be said that this once famous reason for taking up teaching, is now passing into comparative disrepute. Yet there are still a considerable number who enter the profession temporarily, and this itself is responsible for some of the professional unrest. Now when the time comes for other employments to offer so much more remuneration, it is only natural to expect a big exodus of those who are only temporarily in the work. May it be said to the credit of the profession, that the present economic situation is advancing the ultimate interests of the teachers in thus weeding out the less purposeful members, who otherwise might have stayed on the job with their lukewarm spirits. Any number of teachers as such are not worth their salaries, anyway. There is a ray of sunshine back of the present cloud of financial despair, which only the really devoted teacher can perceive and appreciate. Instead of taking part in teachers' "strikes" or joining "unions," the purposes and outcome of which no one yet knows, the teacher worthy of the name will hold out a little longer in prospect of better times just ahead. These better times will surely come from the merits of the profession alone, else the school teacher is poor indeed.

If we may assume as true some of the bearings of psychoanalysis upon pedagogy

[6] "The Teacher's Health."

in the complexity of both these sciences, it is apparent that there are some interesting, if not significant, psychological predispositions for the choosing (?) of the vocation in question. Among these may be mentioned Adler's[7] "Compensation for Minderwertigkeit." According to his philosophy, teaching may be looked upon as an elevated calling both in reputation, and the countless daily manifestations of its function. These considerations, the latter especially, appear to be pregnant causes for the didactic and authoritative attitude with which so many teachers come in time to be possessed. Somehow through time this reputation of so high calling has come to be a part of the social inheritance of many who "fall" into the work, so that it may by a stretch of the imagination, be regarded as a kind of Mendelian trait, more or less recessive. In this way one may explain, at least with some approach to the truth, the fact that teachers can not usually give any very satisfactory or even sensible (?) reasons why they enter upon and remain in the profession despite the low prevailing salaries. The potent subconscious mind makes its demands.

Upon a psychological basis, too, may be placed not a little of the "tramp" disposition found among teachers. The tendency to move from country to city, from state to state, does not always follow as a result of higher pay. In fact financial sacrifices are often made in conformity to a migratory instinct, and a curiosity which is sated at the same time. It is not altogether correct to infer that the teachers' moving about presages a downfall of their profession. The knowledge of different places and people (a part of the teacher's equipment), seems to have been instrumental in promoting "Wandering Scholars" before and since the middle ages. All this tends to maximize the ego, to extend the personality. Our higher institutions have rightly placed a premium on those teachers who are fortunate enough to have studied abroad.

In still another sense, this moving from place to place, especially in rural districts, is often prompted by the unconscious mind of school officials and patrons. They want to see a new face, to meet a different personality, and thus a "new" teacher is welcomed at frequent intervals. The real harm to the profession through migration may well be referred to the last-named cause—the initiative of patrons. On the teacher's part there comes a time when the curiosity of travel is sated, that an ambivalent tendency to "settle down" and "live" grips their souls. Next too, if indeed not before, a good salary, a teacher well started in the profession wants a permanent job. This becomes almost a fetish with some, especially men, and if a constant change of positions is observed to be the order, they take up some more permanent occupation and the community loses in most cases a good servant. And younger men surveying the field of possible vocations, can not but be influenced by some such obvious limitations of the teaching profession. Let a teacher own something, if nothing more than the right to be undisturbed in their reasonably successful and sincere endeavors, and the teaching profession will weather a good many blasts from the storm cloud of war time and its period of reconstruction.

Let the reformer consider the impending peril of the teaching profession in the light of many factors instead of one or a few. The situation is complex, and its improvement can and must come as a result of a sound scientific program which does justice to the teacher in all that concerns him. If

[7] "The Neurotic Constitution."

all that concerns the teaching profession can be reduced to a mere money consideration, then give us more money. In this case, there is reasonable fear that the teacher and not the profession will be benefited. What is needed is a thoroughgoing study of all the leading facts as a preliminary working basis for the proper publicity of a cause now already too long ignored by both the members of the profession and the society they serve. The evolution of the teaching profession is by no means complete, and further evolution must perforce be concerned with society and must have some social urge back of it.

Let us assume that salaries were immediately increased so that all teachers would have adequate remuneration. At the present stage of evolution of the profession great harm would be done. Immediately through the attractive force of good pay, and the present demand for recruits, and in consideration of the miserable low standards of scholarship and training now required for admission to the profession, nothing would be gained. It may be possible that future progress would be retarded for some time to come. Let it not be forgotten that one of the best ways of improving the teaching profession is to get rid of the poor teachers already in it. Therefore, a raise in standard must accompany a raise in salary, not follow it. The best immediate thing that the various state and national organizations of teachers can do is to set a minimum requirement for entrance upon the profession. The various grades and kinds of teaching should be classified according to the merits of the position as regards the preparation involved. This will take time.

Along with elimination of inferior teachers must come also an elimination of inferior school directors and administrators. Any one who has gone through the ranks can cite instances of shameful stooping on the part of teachers, to the personal whims and political connivings of members of boards and administrative bodies. Administrators too often become intoxicated by the power relegated to them. The psychology of the administrator must be studied and evaluated as well as that of the teachers they employ and supervise. This thing of taking law, written and unwritten, into their own hands, on the part of administrators, is getting to be a serious drawback to the teaching profession.

Any consideration of the teaching profession as regards its progress up or down, must include the outstanding characteristics of any learned profession. According to Dr. Burnham[s] these are:

1. Differentiation of social function.
2. Segregation of the group.
3. Permanent professional interests.
4. Professional courtesy.
5. Relation of profession to society.
6. Relative autonomy.

These seem to be fundamental principles which have their justification as such from the pages of history. They are bound to be confronted from time to time in changed forms and combinations. Truly the problems of the teaching profession are in as sore need of study as they are acute.

J. W. SPROWLS

UNIVERSITY OF VERMONT

IS PHYSICAL EDUCATION WORTHY OF ACADEMIC CREDIT?

BODY education is just as truly a part of education as is mind education—it is adjustment to environment. More than ever before, we need the means for making this physical adjustment, artificial as it is, in the form of gymnasia and athletic fields. For countless ages primitive man

[s] Unpublished lectures at Clark University.

has had to make this adjustment or perish; it was the larger part of his education. Within two generations we have almost entirely given up the vigorous use of our large fundamental muscles which were so generously used by our grandfathers for plowing, building, lifting, walking, running, etc. Every modern convenience contrives to deprive us of the legitimate use of these muscles. We ride to our work, get to our office by elevator, talk by telephone, write through our typewriter, almost think through our secretary, digest through the help of the chemist and prepared food specialist and are saved the thousand and one little efforts through the press of the electric button. We get up energy in the morning through caffein stimulation; appetite is restored at noon through a cocktail, rest and relaxation at the end of the day's work are gotten through the soothing effects of nicotine, body poisons are eliminated by the aid of a cathartic and possibly sleep is induced by the use of an opiate. Such a profound change in our mode of living as compared to that of our grandparents can not help but have a detrimental physiological effect upon us. It is no doubt one of the causes contributing to the so-called diseases of degeneration which are so peculiar to our country and civilization. The army has shown up physical defects among our selected young men we little dreamed of. The Life Extension Institute of New York is showing through their system of free physical examinations, to an extent little dreamed of, the presence of major and minor defects in young men who are supposed to be free from them.

Army officers found by experience that the majority of soldiers under training were able to make only a very limited number of muscular coordinations—those which they had learned in their daily habits. Few of them could do a running broad jump of over eight or ten feet. Their coordinations were not equal to those of the ordinary fourteen-year-old boy. This was found to be a very serious handicap in jumping ditches, vaulting fences, climbing out of trenches, running, crawling, etc.

Dr. J. H. McCurdy, head of the Y. M. C. A. physical activities in France, saw the seriousness of this defect among the fighting men and guaranteed to diminish mortality ten per cent. by teaching, through mass instruction, these simple muscular coordinations.

Dr. McCurdy's recommendations were met with hearty response by the military authorities and with the result that his contentions were proven by actual experience.

We are all familiar with the effects of mind upon body—we may be a little less familiar with the effects of body upon mind; *e. g.*, fatigue diminishing the mental reaction period; slowing up the passage of nerve impulses and lessening the appreciation of certain apparent signs; alcohol-poisoning upon mental and moral appreciations; thyroid insufficiency upon general development; indigestion upon our optimism, etc.

We know now the value of the teaching of certain muscular coordinations in relation to mental development in subnormal children; the value of exercise in awakening latent motor and sensory brain centers in such persons as Laura Bridgeman and Helen Keller, the famous deaf mutes. It is a matter of observation that those who have poor mental coordinations generally have fewer and simpler muscular coordinations. Therefore to arrive at the highest degree of education, mental training must be supplemented by physical training.

Major General Leonard Wood said at the National Physical Education Convention in

Chicago last spring that military training is mostly physical training. We are inclined to think he is right.

The average educator is unwilling to accord the same place for physical education in the general scheme of education as he is for Greek, Latin or mathematics, yet it is more basal than any other single subject in the whole college curriculum. This attitude is due to a certain extent to tradition —the false belief that education is only of the mind—but more especially because physical education is a new phase of education and therefore must take time to become recognized. Again the demand for teachers has been so great that many inadequately trained men and women have gotten into the ranks. These have not seen it from the larger educational but from the recreative and hygienic point of view only. The point of view of the Y. M. C. A. physical director is largely that of health and informal good-fellow-ship—the school point of view must be equally educational. The director of a department of physical education in college must have the same high degree of training for his work as the head of the English or Biology departments. When our directors of physical education are thoroughly trained both culturally and technically and conduct their work according to the best pedagogical methods there is no reason in the world why full academic credit should not then be given for it.

Again, from lack of appreciation, cooperation and interest on the part of college authorities, the well-trained and high-idealed physical director often has been unable to make a place for his department on the curriculum. In many colleges a relatively large expenditure of money has been made in this department in both buildings and salaries and with the poorest returns of any investment in the college. We all know we should have gymnasium classes but few college presidents or professors know anything about the kind of work which should be done in the gym. Rarely do these men visit the gym classes, yet they are willing to criticize the work as unworthy of academic credit. The president of one of our well-known eastern colleges told me three years ago that he would be willing to have the students substitute the digging of post holes for gym work, yet he maintained an expensive gym on the campus and paid a medically trained physical director to carry on the work. Could you expect high-grade work to be done in that institution where the president has no higher conception of physical education than that of grunting and sweating?

In most of our best colleges to-day physical education is required, but no academic credit is given for it, or additional credit is camouflaged on to the 120 hours which means of course the same thing as none at all. If it is required, positive credit should be given for it and it should then be seen that the quality of the work merits credit. As it is now, laxity in attendance is the rule in many of our colleges. The clever freshman soon learns to beat gym through various trivial excuses simply because it has been traditional to do so—the less resourceful ones get caught and take gym.

It is difficult to derive the greatest amount of benefit from such a program as provides only for freshmen and sophomores taking two thirty-five minute periods a week. We have probably overestimated the physical value derived from such a limited program. The real value perhaps is in the fact that it is the beginning of a real effective program of physical education which is sure to come in the near future.

It was a shock to some of us physical directors to note the greater physical benefit

derived from the short period of the S. A. T. C.'s existence as compared to that derived from the regular gym work, and especially considering that the former was done largely by inexperienced student instructors. It simply indicates what results might be accomplished if we had sufficient time at our disposal. To get the desired results every ordinarily well student in college should be required to take at least five full hours a week in some form of supervised physical education. Positive credit should be given for at least part of this on the basis of laboratory work. Students do not object to the right kind of gym work if they are given credit for it. Superimposed work seems to them an injustice. The enforcement of gym requirements will always be a problem until it is put on a credit basis. I should recommend that every man required to take gym work demand that positive credit be given for it. Many students ask to be excused from gym work on the plea of needing that time for earning their living expenses. Many others seek to be excused for most trivial things which would not excuse them from other classes. There are many cases of malingering which are hard to detect except by a physician. For this reason it becomes easy to take the attitude that all excuse seekers are bluffing until found otherwise. Many physicians antagonistic to or not having been trained to fully appreciate the value of physical education will give a student an unwarranted excuse to exempt him from gym work.

Men seeking excuse from participation on the floor might be given a paper to write upon some health subject. This would deter many men from asking for an unnecessary excuse and make them feel that credit should be given for such work done.

There are now instances where academic credit is given the military department for gym work done through the physical education department. In most institutions where military work is conducted, credit is given for it and often when none is given for physical education. Work done in the well-organized physical education department is surely as worthy of credit as work done in the military department, which is only a temporary department in many colleges.

Dean Angel, of the University of Chicago, said in his address at the National Collegiate Athletic Association Convention last winter in New York that we must be responsible for the entire life of the student, physically and morally as well as mentally —we must give every one a chance to participate in some form of physical activity and that positive credit should be given for it.

Thirteen states have now passed laws requiring physical training in all schools in these states and nine others are just ready to follow. Universal physical education is not far away.

It will not be long before a satisfactory course in physical education will be required of all who are to teach.

Preliminary reports from the Provost Marshall General show progressive physical deterioration in our school children year by year.

When our army officers were convinced that physical education was necessary for developing fighting efficiency, they willingly gave all the time necessary to it.

We are concerned about our mental illiteracy, but as yet have not waked up to the seriousness of our "physical illiteracy" which is far more extensive.

As the result of a questionnaire sent out by the writer this spring to one hundred of our most representative colleges, replies from 73 were received. Seven colleges

stated that four hours positive credit is given out of the one hundred and twenty hours. Five colleges give two hours credit out of the one hundred and twenty; one, five hours; one, three hours; two states full credit; two state positive credit within the one hundred and twenty hours; seven anticipated giving positive credit this year and twenty give credit in the form of an addition to the one hundred and twenty hours.

Five state universities and one large denominational college will require all men to take physical education beginning 1920. Seven already require it of all men. Four will require it of all but seniors beginning this year. Several other schools have increased the length of the period on the floor from the usual time of forty minutes to sixty, seventy and some ninety minutes.

With the leading colleges and universities beginning to recognize physical education as a subject worthy of academic credit it will not be long before the others will follow and do likewise.

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EDUCATIONAL EVENTS

THE AMERICAN UNIVERSITY UNION IN EUROPE

THE American University Union in Europe under date of January, 1920, has issued a pamphlet descriptive of its recent reorganization.

When the representatives of colleges and universities in this country met during the summer of 1917 to provide a common service station in Europe for students and graduates of American educational institutions, the announced purpose of the union was to "meet the needs of American university and college men who are in Europe for military or other service in the cause of the Allies."

The Columbia *Alumni News* reports a recent meeting of the trustees of the union at which action was taken outlining a new policy as follows:

> The general object of the Union shall be to serve as a bond between the universities of the United States and those of European nations, especially by encouraging the attendance and advancing the welfare of American students at the universities of France, Great Britain and Italy, in such ways as the trustees may see fit.

Trustees are now elected by each of the recognized American institutions of higher learning having 10,000 or more graduates, each institution of this kind to have one representative. Three trustees are chosen from the Association of American Colleges and the American Association of University Professors; at least three and not more than six trustees are elected by the trustees themselves. The director of the American Council of Education and the director of the Institute of International Education are ex officio members of the board. Those present at the conference were: Horace Fletcher, representing the University of California; President Judson, of the University of Chicago; Professor John W. Cunliffe, of Columbia; President Lowell, of Harvard; President Hutchins, of Michigan; Chancellor Brown, of New York University; Dean Holgate, of Northwestern University; President Hibben, of Princeton, and Dr. A. P. Stokes, secretary of Yale. The nominees of Cornell and Pennsylvania, President Schurman and Mr. Houston respectively, were unable to be present. President W. A. Shanklin, of Wesleyan, and Dr. Kelly, represented the Association of American Colleges, and Professor H. W. Tyler, the American Association of University Professors. Dr. Samuel P. Capen, director of the American Council on Education, and Professor Paul Monroe representing Dr. S. P. Duggan, director of the Institute of International Education, were present also, in addition to H. B. Thompson, treasurer, G. H. Nettleton retiring as director; W. R. Castle, Jr., a retiring trustee, and Dr. G. E. MacLean, the newly appointed director of the London branch.

The chairman of the union is now President H. B. Hutchins, of the University of

Michigan; the vice-chairman is President J. G. Schurman, of Cornell; the secretary is Professor John W. Cunliffe, of Columbia, and the treasurer is again Mr. Henry B. Thompson, of Princeton. These officers with three other trustees were constituted an administrative board in whose hands the general management of the union is now vested. Funds are to be provided through the efforts of a finance committee. The trustees decided to admit women's colleges to the union on the same terms as men's, a budget for the year was adopted, and leases of premises in London and Paris were approved. The London offices are now at 50 Russell Square. The Paris office is at No. 1 Rue de Fleurus and Rue Guynemer, formerly the Rue de Luxembourg.

COLLEGES AND THE INTERCHURCH WORLD MOVEMENT

AT a recent conference the Council of Church Boards of Education announced to Dr. Robert R. Kelly, director of the Interchurch World Movement, the personnel of a committee appointed to cooperate with the movement in the advancement of an educational program. Richard C. Hughes, university secretary of the Presbyterian General Board of Education, is chairman of the committee.

In naming this committee the Council of Church Boards of Education, which represents about 350 denominational colleges and which conducts the religious work in tax-supported institutions throughout the country, followed the lead of the Association of American Colleges, representing 250 leading colleges. A committee of this association, led by William A. Shanklin, president of Wesleyan University and newly elected president of the association, had already met with officers of the interchurch movement and laid plans for greater cooperation.

Officers of the interchurch movement who represented it in the conferences, in addition to Dr. Kelly, were S. Earl Taylor, general secretary; John R. Mott, chairman of the executive committee, and William Hiram Foukes, vice-chairman of the executive committee.

Three other educational associations—the National Association of State Universities, the Association of Theological Seminary Presidents and the Association of American Universities—are expected to name similar advisory committees to work with the interchurch movement.

One of the first steps will be the inauguration of a publicity campaign by American colleges and universities to assist in the appeal for funds to carry out the plans.

By far the greater part of the funds to be sought will be asked for endowments to increase salaries of professors, according to Dr. Kelly, who is also executive secretary of the Association of American Colleges. Greatly increased student enrolments are expected, and 1,000 new buildings are considered necessary to care for the expanded activities. The new buildings planned include about 300 dormitories, almost 100 gymnasiums, many libraries, lecture and study halls, chapels, etc.

SCHOOLMEN'S WEEK AT THE UNIVERSITY OF PENNSYLVANIA

UNDER the general head of "Emergency in Education in Pennsylvania; Facts and Conditions; Remedial Measures," the delegates to the seventh annual Schoolmen's Week Convention of the university, which will be held April 8, 9 and 10, will discuss the critical conditions of public school education in this state. The committee of ten appointed at the last convention to arrange the program decided on the foregoing topic. The discussion will be conducted under three subtopics, as follows:

(1) Increased support for the public school, its need, its possible sources, its distribution.

(2) Participation of teachers in the management of schools, and the reorganization of the Pennsylvania State Educational Association.

(3) Reorganization of the public school curriculum.

Among the subordinate topics to be considered will be reorganization of the secondary schools of Pennsylvania; consolidation and transportation, including redistribution of terminal units in the rural schools; educational measurements; remedy for defects

found in arithmetic and reading; how to conduct a campaign for increased support of schools; a state system of certification of teachers, and intelligence tests as an aid in college entrance examinations.

A committee of ten men is in charge of this year's program. The committee follows: Dr. Harlan Updegraff, chairman; Dr. Arthur H. Quinn, Dr. George G. Chambers, Arthur J. Jones and Leroy A. King, secretary, all of the University of Pennsylvania; O. P. Cornman, associate superintendent of the Philadelphia schools; A. T. Rothermel, superintendent of the State Normal School at Kutztown, Pa., C. S. Bentz, superintendent of schools in Cambria county; Isaac Doughton, superintendent of the Phoenixville schools, and A. A. Thomas, principal of the high school at Hazelton, Pa.

INSTALLATION OF PRESIDENT ATKINSON AT THE MONTANA STATE COLLEGE

Alfred Atkinson was inaugurated president of the Montana State College at Bozeman, on January 14, the inauguration exercises being one of the most imposing of their kind ever held in the college city. Governor Stewart presided at the inauguration. Chancellor E. C. Elliott made the formal installation.

President Atkinson was presented by retiring President J. M. Hamilton. Each of the two men in turn received a warm ovation. President Atkinson, in his inaugural address, pointed out the needs of the state from the standpoint of the Agricultural College, and outlined the work that the college has done and hopes to do.

In the procession at the inauguration twenty-eight colleges and universities were represented, including every college and university in Montana. Approximately 800 people were in the procession, which moved from the main building to the gymnasium, where the inauguration exercises were held.

After the inaugural exercises, an informal reception was given in honor of President and Mrs. Atkinson. In the evening an inaugural banquet was held in the dining hall of the Presbyterian church with Dean J. M. Hamilton as toastmaster.

In the morning preceding the inaugural exercises, the new chemistry building at the State College was dedicated. At noon a luncheon was given by the college chemical society to visiting speakers and delegates.

Dr. L. H. Bailey, of Cornell University, was the principal speaker on the inaugural program, Professor William F. Coover, of Iowa State College, being the principal speaker on the dedication program.

THE HARVARD GRADUATE SCHOOL OF EDUCATION

Official announcement will be made of the establishment of a Harvard Graduate School of Education with an endowment of $2,000,000. The principal fund for the maintenance of the school will be designated "The Charles William Eliot Foundation," in honor of President Emeritus Eliot's services to the schools of the country throughout his long career as president of the university and his membership on the General Education Board.

The General Education Board pledges $500,000 for the new school, contingent upon the raising of $1,500,000 by the university to complete the school's endowment. The president and fellows of Harvard voted $500,000 toward the establishment of the school, and although the Endowment Fund campaign is by no means completed, its progress, together with other gifts, justified the Harvard officials in setting aside the balance of the necessary sum. This action assures the receipt of the money pledged by the General Education Board, and establishes the school of education on a firm basis. The action does not in any way alter the plans of the Harvard Endowment organization to continue its campaign.

For many years Harvard has hoped to establish a graduate school of education which would place the training of teachers and school officers on a par with the training for other professions. This school will greatly expand the present division of education at Harvard, the division remaining only for the purpose of giving a few undergraduate courses, chiefly

for those who do not intend to teach. The graduate school will train school and college teachers, school superintendents and normal school teachers; will conduct researches in education, and will have its own library, laboratory and model school, and a clinic for the study of children, their growth and work.

Plans for the new school are under way and it is expected that they will be announced shortly. Considerable interest has been aroused by the question, which is now being discussed, whether women will be admitted to the school. If this is done, the Graduate School of Education will be the only regular department of Harvard University which is not conducted exclusively for men. The School of Public Health and one or two other organizations connected with Harvard admit women, but no regular department of the university does so at present.

EDUCATIONAL NOTES AND NEWS

DR. JOHN W. HALL, of the College for Teachers of the University of Cincinnati, has accepted the offer to become head of the department of education in the University of Nevada. He will leave Cincinnati on March 1.

PROFESSOR JOHN E. STOUT has resigned his position as head of the department of education at Cornell College to accept the professorship of educational administration in Northwestern University.

MR. LEO H. KING has been elected state expert in secondary education for Alabama. Mr. King is the first incumbent, the office having just been created as a result of the recent state educational survey.

PROFESSOR CHARLES G. MAPHIS and Dr. W. R. Smithey, of the University of Virginia, are now engaged in making an educational survey of Frederick county, and have also begun a survey of Alexandria county, Virginia. These surveys when completed will be published as extension bulletins of the university and will be available for use of school officials and teachers of the state.

DR. CAROLINE F. E. SPURGEON, professor of English literature at the University of London, and Dr. Ida Smedley MacLean, of the research department of Lister Institute, London, are in the United States at the invitation of a committee on international relations, representing the Association of Collegiate Alumnæ, the Southern Association of College Women and other alumnæ organizations. They will visit colleges and universities including the south and west.

AT the request of the Colorado Education Association, through its president, Mr. John A. Sexton, of Sterling, Governor Shoup appointed in December the following commission to make a study of teachers' salaries: Judge H. P. Burke, Denver, chairman; Professor H. S. Hadley, Boulder; Mr. C. MacA. Willcox, Denver; Miss Sallie Hill, Denver; Dean E. A. Cross, Greeley; Mr. C. W. Bigelow, Denver; Mr. John E. Lowe, Grand Junction; Mr. J. Will Johnston, Pueblo; Mr. Harold W. Moore, Denver; Mrs. C. H. Jacobson, Denver.

JOHN F. GANNON, for the past eight years assistant superintendent of the public schools at Worcester, Mass., has been elected superintendent of the Pittsfield schools at a salary of $5,000.

DR. R. W. FAIRCHILD, head of the department of biology at the State Normal School at Stevens Point, Wis., has accepted the superintendency of schools of Fond du Lac, succeeding Superintendent J. E. Roberts, resigned, beginning work on February 1. His successor at Stevens Point has not yet been chosen. The construction of a $300,000 Junior High School Building has been voted by the Fond du Lac city commission. The school system has the largest high-school teacher training department in the state.

MRS. E. E. OLCOTT, of North Vernon, Indiana, has been elected president of the Indiana State Teachers' Association.

FORMER SCHOOL SUPERINTENDENT W. F. SHAW, who for the past year has been director of the Cincinnati district Federal Board for Vocational Training of Disabled Soldiers, has

been appointed field supervisor in the work. He will have headquarters at Washington.

Professor Harry C. Ransower, head of the department of agricultural engineering of Ohio State University, has been appointed director of the agricultural extension service of that institution. He fills the vacancy caused by the resignation of Clark S. Wheeler.

Superintendent Joseph V. Voorhees, of Winona, Minn., has tendered his resignation to the board of education to take effect as soon as convenient, so that he may take up his duties as manager of the Northwestern office of the Clark Teachers' Agency.

Benjamin Harrow, a teacher of English in the De Witt Clinton High School, New York City, has tendered his resignation to Dr. John L. Tildsley, associate superintendent of schools, on the ground, as stated in his letter, that freedom of speech is forbidden in the schools. Mr. Harrow was summoned to Dr. Tildsley's office recently and warned to discontinue his radical teachings, more especially as related to the theories of Dr. Thorstein Veblen.

The executive committee of the overseers of Harvard University reported at their meeting of January 12, 1920, that they had carefully considered the matter of Mr. Laski's speech at the time of the police strike, which was referred to them at the previous meeting of the board; that they had collected information from all available sources and were satisfied that Mr. Laski's opinions had been misunderstood and misinterpreted, and that no further action should be taken. Thereupon after discussion the report was accepted and adopted by the board.

The Reverend Henry Bradford Washburn has been offered the position of dean of the Episcopal Theological Seminary at Cambridge, Mass. He is now professor of ecclesiastical history at the seminary and has been acting dean since the death of Dean George Hodges last summer. The Reverend Charles L. Slattery, rector of Grace Church, New York, recently declined the office.

Professor Max Morris, assistant professor of mathematics and acting head of the department at the Municipal University of Akron, has tendered his resignation, to become effective in February. In his place Dr. J. L. Jones, assistant professor of mathematics at Syracuse University, has been called to Akron as professor of mathematics and head of the department. Dr. Jones is a graduate of Lafayette College and of the graduate school of Yale University and was a member of the faculties of Cascadilla School and the University of Pittsburgh before assuming his present position at Syracuse University.

Robert Matteson Johnston, professor of modern history in Harvard University, died at his home in Cambridge on the twenty-eighth instant, in the fifty-third year of his age.

The new building of the Teachers College at the University of Nebraska was dedicated on January 16 with appropriate exercises. Dean James E. Russell, of Teachers College, Columbia University, delivered the address of dedication. The speaker emphasized the great need to-day of thoroughly trained teachers and the necessity of adequate salaries. This part of the University of Nebraska was created by legislative enactment in 1909, preparing teachers for secondary work. Departments of elementary, kindergarten and graduate work have since been added.

In view of the rise in the cost of living and the need of immediate preliminary action pending the collection of subscriptions for the Endowment Fund, the president and fellows of Harvard University at the meeting of January 19, voted, that in the faculties of arts and sciences, divinity, engineering, architecture, medicine and the Bussey Institution the salaries of the members of the instruction staff, except in certain cases in which present conditions were considered when the salary was fixed, be increased by twenty per cent. for the remainder of the current academic year, beginning with January, first increase to be made in the payment of February 1; it being understood that this increase of salaries does not increase the claim for pensions under the Harvard rules above the maximum to which claimants would be entitled under the former

scale of salaries of their respective faculties.

INCREASE in salaries for members of the faculty of the University of North Carolina have been granted by the board of trustees. The increases range from 10 per cent. for instructors to 12½ and 13 per cent. for full professors, and will be effective from January 1.

BY action of the City Council of Akron, Ohio, sufficient additional funds were provided for the 1920 budget of the Municipal University of Akron as established by the budget commission last August to allow an increase of $500 in the salary of each of the faculty members.

THE Board of Education, of Elizabeth, N. J., has granted a bonus of $200 to the 400 teachers of the city. A plan for standardized increases was adopted. During the last six months 100 teachers have resigned as a result of the dispute between the teachers and the board regarding salary increases.

AT a recent meeting of the rector and visitors of the University of Virginia, the following resolution was passed:

Resolved: By the rector and visitors of the university that authority is hereby given to the president and faculty of the university to confer degrees upon women students of the summer session who meet the entrance requirements of the university and complete satisfactorily the requirements for such degrees.

A meeting of the general faculty of the university, held later, unanimously endorsed the resolution authorizing the extension of the summer term into a summer quarter which this year will begin June 21 and closes September 3. The quarter will be divided into two terms, the first ending July 31, the second beginning August 2 and ending September 3.

TEACHERS of Westbury, New York, have solved the problem of living costs through the establishment of a cooperative dormitory, which is now the home of 14 teachers. Living and housing conditions had become so serious that it was thought a shortage of teachers for the local schools might result. Miss Gladys Alvord, one of the teachers, and Mrs. F. F. Sharpless, a former member of the board of education, discovered a way out of the difficulty. A large residence near the school was rented and furnished as a dormitory for the teachers. The experiment proved successful, and the community became interested. Citizens organized an association for holding real estate, and about 2,500 persons subscribed from $1 to $5, until enough was obtained to buy the dormitory property. "The teachers claim they are doing more and better school work now that they have a happy home to go to after school," says Edward Hicks, a member of the board of education since 1866. "They have a very satisfactory housekeeper, and the teachers have organized and established rules and regulations that enable them to do their part in a harmonious household."

THE trustees of Reed Institute announce a change in the management of Reed College. Heretofore the affairs of the college have been directed by the board of five trustees named in the will of Mrs. Simeon G. Reed, and their successors. The trustees, conceiving that the usefulness of the college may be increased by calling to their assistance a larger number of those interested in higher education and the training of the young men and women of this community, have created a board of regents to whom they have committed exclusive control and direction of the educational policy of Reed College. The board of regents so created consists of 11 persons made up of the five trustees and six others elected by them. The six regents chosen are Albert E. Doyle, Forrest S. Fisher, Mrs. Elliott R. Corbett, R. L. Sabin, E. B. MacNaughton and Dr. Laurence T. Selling, to serve for terms of two, four and six years. The trustees who are ex-officio members of the board of regents are Dr. T. L. Eliot, Judge Charles E. Wolverton, W. M. Ladd, W. P. Olds and James B. Kerr. The purpose of this change in the plan of management is to enable Reed College more fully to establish itself as an institution of the city of Portland and by increasing the number of those responsible for its activities to insure the adoption of the wisest educational policy and a policy best adapted to the needs of this community.

The following resolutions will be introduced in the Ohio Legislature by the Joint Legislative Committee on Administrative Reorganization:

Whereas, the growing shortage of teachers threatens a condition at an early date where hundreds, perhaps thousands of Ohio's school classes will be without teachers; and tens, or scores of thousands of children will be without adequately prepared teachers; and

Whereas, the menacing shortage of teachers is due to contributing causes of which too low salaries are but one; and

Whereas, public discussion of higher salaries to teachers has directly or indirectly disparaged and discredited the opportunities and rewards of teaching by over-coloring the attractions and rewards of other occupations, or by understanding the rewards and opportunities for advancement that are offered by teaching; therefore

Be it resolved, that the General Assembly commends the action of State Superintendent F. B. Pearson in appointing a committee to inform and organize the public interest of the state in placing before children, young people in our schools and colleges, former graduates and married women equipped for teaching, the opportunities for patriotic service which teaching offers and the pecuniary rewards and the opportunities for advancement in school fields and private business which follow successful teaching; and

Be it further resolved, that the General Assembly request the governor of the state by proclamation to ask that all forces of the state join in this educational crusade by addresses and by printed advertisements which will help recruit the ablest young men and young women of Ohio as teachers in our public schools.

The *Journal of Education* reports that Attorney-General Price's opinion, which is addressed to Frank B. Pearson, superintendent of public instruction, Columbus, O., makes an exhaustive examination into the powers of city school boards under existing state laws, and concludes in part, as follows: "While a board of education has broad powers in its management of the public schools under its control, it can not go beyond the things contemplated by the legislature, and until further legislation is had on the subject, a board of education has no authority to establish military training in the public schools or compel its student body to dress in a certain manner during school hours, with the attendant expense on the parent. The public schools of the state are intended to be free in the fullest sense of the word; they are civil institutions and not military, and will always remain so. The state, while granting wide powers to charter cities in other matters, has ever kept control of the public school system, and all boards of education are operating under the laws of the state; and a board of education that spends school funds for a course in military training does so without authority under existing law."

A congress of Swiss school teachers, recently held in Berne, decided to propose to the International Association of Teachers at Brussels that a preliminary international conference should be held on April 17 to 19. The objects of this conference, which it is suggested should take place at Neuenberg (Switzerland), would be to reorganize the international movement among teachers and to draw up an international program of instruction which would be common to all countries. The representation at this preliminary conference would be limited to two delegates for each country, but a large international conference would be convened at a later date.

DISCUSSION AND CORRESPONDENCE

WHAT IS THE MATTER WITH THE COUNTRY SCHOOLS? AGAIN

The leading article in School and Society of December 10, 1919, asks a question which is of interest to a great many of us, viz., "What is the matter with the country schools?" It appears to me that the author has omitted two points of fundamental importance which need to be considered, and I wish to take up these points with special reference to conditions in the state of Wyoming, where I have made some investigations into rural school matters.

It appears to me that there are two reasons why country schools are not better. The first of these reasons is that the teachers in the country schools are not of the best, and the second is, that the patrons of our rural

schools exercise too great an influence over what is being taught in the schools. In fact, I suspect that these two reasons really may be reduced to one; and that is the preponderant influence which these patrons have. In city schools the traditional curriculum has a very great weight. In fact, the average parent of a city school child can have practically no influence whatever in altering the curriculum of the school which his child is attending. It may be that a combination of parents might have some influence on the school board but such combinations are not common, and the curriculum of the city schools is chosen and administered by the superintendent and the teachers. These curricula yield to outside influences only after a considerable time and a large amount of pressure. This may be well enough considering the circumstances under which city schools exist, but it is not my task to discuss city school conditions at this time. In rural schools, on the other hand, the influence of the patrons is much more immediate. In the first place, there is a comparatively small number of families in each district. This small number of people elects the school board for the district, and it not infrequently happens that there will be few families who are not represented on the school board. In fact, in Wyoming there is a district in which there are three members of the school board, two of whom are husband and wife, and the wife fills the various positions of secretary of the school board, treasurer of the school board, and teacher of the school. This family has a rather strong influence upon the policy of the school board! Since then the influence of the patrons of the rural school is so strong, it is obvious that the policy which the school board should follow out must be dependent in a very large measure upon the wishes of these patrons. As a result of this fact, it seems that the faults of our rural schools can nearly all of them be laid at the doors of the patrons.

No man loves taxes and no man wishes to lay heavy taxes upon himself. As a result, the teachers of our rural schools in Wyoming are poorly paid, and that is because the patrons will not tax themselves and because there is no large amount of state aid extended to these schools. It is possible for districts in this state to tax themselves up to a limit of eight and one half mills for school purposes. From the state school fund last year $7.20 per pupil were distributed as state aid. The districts have to provide the rest. In eighty-six districts of the state no other tax was levied, and yet these districts were the first ones to cry out that they could not afford to better their buildings and to buy the necessary equipment which was required to standardize their schools. By "standardize" I refer to a campaign which is being carried on by the state board of education for the betterment of certain school conditions; when the conditions laid down by the state board have been compiled with, the school then becomes what is known as a Wyoming Standard School. The school boards of these eighty-six districts affirm that they can not afford to buy the new equipment and to pay the salaries of the teachers according to the standards laid down by the state board of education, but it has been found that none of these districts have taxed themselves a cent more than what is required by law. It is obvious to any one that if they were to tax themselves not more than three mills they would be able to afford practically anything that they wished. Therefore the responsibility for the low salary of the rural school teacher in Wyoming must certainly be laid at the door of the school boards of districts which are not willing to tax themselves for the support of the teachers. In the same way, the responsibility for the poor buildings which exist throughout the state must be laid at the same door. The fact that our rural school teachers are so poorly paid is the fact which determines the poor material from which our rural school teachers are recruited. It would appear evident to any one, even the dullest, that a man can not get something for nothing, nor can he get a good article for a cheap price, yet many of the writers of to-day utterly neglect this fact when complaining

about the poor quality of our teachers, and many of our school boards have the same idea. It has been the fashion for almost all time to claim that the teacher should get a small salary and should derive most of his joy and satisfaction from his work. There has always been more or less contempt for the school teachers, and this contempt is in a large measure due to the fact that he has not been well paid since he began his career. Part of this condition is due to the school teacher himself, because he has been willing to work for a small wage and to take as much satisfaction as he could get from his work. But I believe that we have to thank the European War for the fact that our teachers have suddenly awakened and do not propose longer to be ground down by the present conditions of living. The war has shown them that there are other things which they can do, that these things are better paid for, and this state of affairs will continue to exist until school boards awaken to the fact that they must pay a good price for a good article. That simple business axiom should have been driven into their heads some time ago, and it is certainly being driven in at the present time.

A number of books and articles have been written on the curriculum of the rural schools affirming that the rural school is nothing but a feeble copy of the city school, etc. Various curricula have been suggested which might doubtless make the rural school much better suited to the ends for which they exist. The difficulty with most of these articles is that they have appeared in our educational journals, and in other magazines which do not reach the target at which they are aimed. My contention is that the rural school is and always will be just what its patrons wish it to be, and I believe that I have proved above that the patrons of a rural school have a much more immediate influence upon it than do the parents in a city school.

I would suggest that a number of articles on education and the rural school be published in farm journals or other publications which the average farmer takes. It appears to me evident that there will have to be a campaign carefully organized and well administered to educate the patrons of our rural schools up to the point where they will pay salaries commensurate with the worth of the best teachers in the country, and then that they will have to back up this teacher in an effort to bring about in the rural school curricula which shall be suitable to the rural school. As it stands at present the patrons of the rural school desire their children to become acquainted with the three R's, and then to stop school and help on the farm just as quickly as the state laws with regard to compulsory education will permit. One of the reasons why rural children leave the farm and go to the city lies right here.

It is at present almost impossible for the teacher to move a community to the point where anything new can be taught in a rural school. For example, I, personally, agree with the theory of Professor Patrick that children should not be taught to read and write until they are at least ten years old, but it is absolutely impossible for me to ask that this theory be tried out in the schools of Wyoming because the patrons will not stand for it. If they send a child to school at the age of six and then find that he has not made appreciable progress in reading and writing at the end of a year, their first cry is to fire the teacher. The fact that the child's eyes are injured and his muscles are cramped makes no difference to the parents. Many articles bearing on the curricula of the rural schools object either to the present teaching of agriculture or to the lack of this teaching. One reason why the teacher in agriculture is not a great success at present is because the teacher does not know enough about it. It would not be difficult to get a teacher who was well trained in the teaching of agriculture if school boards were willing to pay a sufficient salary. But, passing over the point with regard to the preparation of the teacher, one reason why agriculture is not taught in the rural schools is because the patrons do not wish to have it taught. They say it is a waste of time, that it can not be taught, and in addition they bear down upon the teacher

the heavy weight of ignorance and opposition with the result that it is not taught, or if the teacher continues it under some name or another it naturally fails to produce the effect that some of our college professors desire.

Now there is no more disheartening or more difficult task than the educating of an entire class of people, but I can see no possibility for better conditions among our rural schools until the class which is responsible for the present conditions has been educated up to a desire for better ones. I believe that the solution of the problem in many cases can be found in the parent-teacher organization where the teacher shows the parents, or as many of them as he can get to attend the meetings, just what he is trying to do in the school. Of course there are the various country uplift agencies, some of which function and some of which do not. The community church can also serve as an educational organization. When we can get a small number of people to realize that better conditions ought to exist and can exist, then the quality of imitation which is deeply implanted in the human breast can be brought into play, and when one district sees that another district has brought about certain reforms, it is less difficult to bring about these same reforms in the second district than it was in the first district. The patrons of our rural schools are greatly in need of education themselves and the sooner that we can get them to realize certain facts, the quicker we can bring about the reforms that we desire. The old proverb about leading a horse to water has about as much force now as it ever had.

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ITALIAN AND SPANISH OR SPANISH AND ITALIAN?

IT is indeed lamentable that Professor Wilkins' paper on "Italian and Spanish in American Education"[1] should have caused so much bitter and adverse criticism on the part of many Spanish teachers. That Professor Wilkins, in spite of his clear and explicit remarks, has been utterly misunderstood or misinterpreted by some is perfectly evident; otherwise there would have been no occasion for such absurd statements as the following:

> Teachers of Spanish appear to be in for a period of guerilla warfare and it may be that the skirmishes will develop into something larger. Let no teacher of Spanish lull himself in the persuasion that his subject is founded upon a rock and that it will, out of sheer righteousness, endure. The study of Spanish in our schools and colleges will have to give an account of itself. *There are Moors on the coast. We are attacked* not only by the teachers of the Classics and German, but also *by some of our Romance colleagues.*[2]

Professor Warshaw may rest assured that the enemy which he so dreadfully fears is but an imaginary one. The whole thing seems like a nightmare. For no one has ever advocated nor even hinted at the suppression of Spanish in our schools, nor has there ever been any deliberate attempt to underrate the value of Spanish culture. Professor Wilkins in his paper clearly states that he loves the Spanish language and literature, and agrees that Spanish should be studied, but studied for its literary and not solely for its commercial value. "That Spanish should be studied by tens of thousands in our high schools and colleges for its money-making value," he adds, "I deplore, both because the motive is one that should not dominate study in such schools and because the promised gain is so largely illusory." To this no fair-minded person who really has at heart the interests of our boys and girls can fail to agree. In recent years there has been too great a tendency to commercialize education and every possible effort should be made to put an end to it. The fact remains that in encouraging students to take up the study of Spanish, by far the greatest emphasis is still laid upon its utilitarian value. Students are told that with a knowledge of that language the widest range of business opportunities is offered them. With a mastery of Spanish they need but go to South America and their pockets

[1] *New England Modern Language Bulletin.*

[2] J. Warshaw, "Why Spanish?" SCHOOL AND SOCIETY, IX., 223.

will soon be bulging out with *pesos*. Now is it fair they should be made to believe such absurdities, when every one knows, as Professor Wilkins states, that "not one boy in fifty of those who crowd the Spanish courses will ever be a *perro chico* the richer for his work."

"But," retorts Professor Northup, "one of the chief reason why Spanish is so popular with our students is that they appreciate the 'mellowness of human sympathy' which few great works of Spanish literature lack."[3] It may not be unfair to ask Professor Northup how many of the 200,000 students who are taking Spanish get far enough to read such works as "El libro de Buen Amor," or "La Celestina" or even "Don Quijote" in which one finds this 'mellowness of human sympathy' in full measure; and how many of the several thousands taking beginning Spanish really know that there is such a thing as Spanish literature.

However, we have the interesting testimony of Miss Lora A. Marsh, who made an investigation of the reasons leading high-school students to choose a given language. Miss Marsh discovered that 55 per cent. of the students took Spanish for *commercial advantages*.[4] This being the case it follows that it would be highly advisable, as Professor Wilkins suggests, that departmental representatives and deans should examine the purpose of the registrants for language work and help them in choosing those subjects which will be most beneficial to them in life. By so doing the students would *not* be "deprived of their right of free election," nor would the deans be expected to "constantly favor anemic Italian courses and bleed the all-too-plethoric classes in Spanish," as Professor Northup maintains. It would simply mean efficient guidance for the student in the proper exercise of his rights of free election. Then again different students specialize in different subjects, so that in choosing a language the choice should be made not only from the literary, but also from the scientific and artistic points of view. In other words, if a student intends to enter the field of literature, he should be told what France, Italy, Spain, and other countries have to offer in that particular line; if interested in science, he ought to know to what an extent he may benefit from that which has been accomplished by those countries in that same branch of activity; and so on with the fine arts, commerce, etc.

Though comparisons are always odious, it may not be out of place here to say a few words about the comparative value of Spanish and Italian literatures. Professor Northup declares that "no two literatures are more unlike than those of Italy and Spain. Each is strong where the other is weak. Italian literature is relatively weak in balladry and the popular epic, the novel and the drama. Spanish literature is relatively weak in lyric poetry, criticism, and philosophy. Italy has a longer list of great poets, Spain more distinguished novelists." Assuming that this is so, the question naturally arises as to which of these *genres* is the more important and the more valuable. Would it be more profitable to the student to read, let us say, all the Spanish ballads available, or the Sonnets of Petrarch, or Tasso's "Gerusalemme Liberata" or Ariosto's "Orlando Furioso," or the poems of Leopardi or of Carducci? Where is he apt to find a greater source of inspiration, in balladry or in lyric poetry? Spain, in truth, is rich in dramatic literature. Lope de Vega alone wrote more than 1,500 plays; but how many of them are read by the general student? Quality and not quantity should be considered more important. But what of Goldoni, Alfieri, Metastasio, Giacosa, Bracco, Butti, D'Annunzio, Traversi and other prominent Italian playrights? What of Manzoni, Guerrazzi, Fogazzaro, Verga, Serao, Deledda, D'Annunzio, Fucini, Rovetta, Pirandello, and other notable Italian novelists? What of Italy's contribution to the world's progress in every field of knowledge as compared with Spain's? What of the Italian Renaissance which saved ancient civilization and played

[3] *Hispania*, II., No. 4, p. 205.

[4] *The Modern Language Bulletin of Philadelphia*, I., 5, May.

so important a part in founding modern civilization? What of Italian influences in Spain on such authors as Villena, the Marquis of Santillana, Boscán, Garcilaso de La Vega, Cervantes, Quintana, Lista and others? and in France on the poets of the Pléiade, Jodelle, De la Taille, Garnier, Pierre Larivey, Rotrou, Molière, Madame de Staël, Madame de Sevigné, to say nothing of Lamartine, George Sand, Alfred de Musset? What of the debt which Chaucer, Wyatt, Surrey, Shakespeare, Spencer, Sidney, Milton, Byron, Shelley, Browning, and other English writers owe to Italy? What of the inspiration derived from Italian literature by such American men of letters as Benjamin Franklin, Jefferson, Irving, Ticknor, Longfellow, Sumner, Prescott, Legaré, Edward Everett, George Washington Green, Allston, Howells, Thomas Parsons, Margaret Fuller, Bayard Taylor, Fenimore Cooper, Hawthorne, Bryant, Lowell, Charles Eliot Norton, Marion Crawford, and several others? How many Spanish artists have achieved such fame as Giotto, Giorgione, Leonardo da Vinci, Raphael, Perugino, Coreggio, Giulio Romano, Michael Angelo, Tiziano, Paolo Veronese, Tintoretto, Caracci, Guido, Salvator Rosa, and Carlo Dolci? How many Spanish scientists have won such distinction as Galileo, Torricelli, Volta, Galvani, Marconi; how many Spanish composers enjoy as great a reputation as Palestrina, Verdi, Rossini, Puccini, Mascagni, Leoncavallo. Add to all this the significant achievements of modern Italian geniuses in mathematics, physics, chemistry, geology, zoology, anatomy, electricity, engineering, philosophy, and sociology, and it will be apparent that Italy has a much greater cultural value than Spanish.

But it is not a question of comparison; it is merely a question of putting Italian where it belongs, and broad-minded men who are interested in the welfare of the nation should see to it that the proper attention is bestowed upon a subject which will prove to be of supreme value to the future generations of America.

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QUOTATIONS

THE CRISIS IN THE NEW YORK CITY SCHOOLS

THE loss of 1,300 teachers from the public school system of New York City, with corresponding losses from the schools of the entire country, seems to be creating something like a panic in the minds of the school authorities and of parents who still believe that the foundation of a successful life rests in formal education. These parents will undoubtedly insist upon an increase of salaries, sufficient at least to keep the school doors open.

But it is extremely doubtful if salary schedules alone, however generously conceived, will make the teaching profession attractive to the most spirited young women now casting keen eyes into the future. For many years the drift of advice has been on the side of "anything but teaching." The brilliant girls in colleges and high schools have been exhorted not to "waste themselves in teaching," and college committees have been organized and books published to enlighten the younger generation concerning the openings in business and in other less monotonous professions. The fruit of this propaganda is now being harvested—a far larger crop than the sowers perhaps wished. They sought to protect a few from blighting routine. Apparently they affected a whole sex.

The suggestions of the emergency committee of the National Education Association, which takes note of some of the defects of the teaching profession, are as important in this connection as the sob stories about professors who must wash their own dishes and teachers who must shovel snow on Saturdays. The commission recommends a more steady and more logical basis for promotion, as well as a system for detecting real ability in the teacher and giving him or her an opportunity to cultivate it. It attacks the theory of the annual salary increment, and would grant increases according to proved merit, instead of mere length of service.

The demand from women teachers for equality of treatment is a corollary to these demands. A high-spirited woman suffers as

much from seeing an inexperienced man put in authority over her as from knowing he receives 50 per cent. more salary. An opportunity to recompense the woman teacher for some of the years of slight and to elevate the profession in the minds of many hesitating young women is now before the school authorities of New York City. Two high schools for girls are to be opened early in February—one in Brooklyn and one on Washington Heights. Applications from women for the positions of principals of these schools are in the hands of the Board of Education. The system boasts many women of tried ability and of intellectual attainments equal to those positions. Will the fair claims of the women be ignored by the school authorities?—The New York *Sun*.

TEACHERS' SALARIES AND THE WAGES FOR UNSKILLED LABOR[1]

WHILE no one would deny to any worker his right to a generous living wage, a comparison of the salaries paid teachers, who are expected to give at least six years to preparation for their profession beyond the intermediate grades and much additional study from year to year, with the wages of workers who need make little or no preparation for their work furnishes an interesting study and food for serious thought.

The effect upon the teaching force is evident. What will be the effect upon the incentive which the average boy or girl of the future will have to complete even a high-school course is problematical. Numerous examples might be cited of young people leaving high school to work in the mines, machine shops and shipbuilding yards, where they received higher average wages than did the teachers in the schools which they left. High school boys employed during the summer of 1919 as machinists' helpers in the shipyards of a Virginia city received more per day than did the elementary teachers of that city.

According to the estimates of the United States Commissioner of Education, teachers' salaries increased from $543.31 in 1915 to $630.64 in 1918, a gain of about 16 per cent., making their average monthly salary about $53. As this is the latest estimate available, comparison of this estimate with the wages of other workers will be based largely upon statistics for that year.

In the recommendations of the Railroad Wage Commission for wage increases in sixteen of the lowest paid branches of the service only two, "messengers and attendants" and "section men," were to receive less than $700 a year and they were rated at $56.17 and $57.68 per month, respectively. In the estimates for these branches of the service, which included crossing flagmen, yard employees, men in construction gangs and on work trains, etc., actual increases in wages during 1918 were not taken into account. An intensive study of the statistics obtained from a typical New York draft board reveals the fact that elementary teachers in New York city—where teachers' salaries are relatively very high—receive practically the same wage as butchers, chauffeurs, clerks, waiters, etc., almost none of whom require any special preparation for their work.

The author of the report on teachers' salaries and salary schedules shows that according to the union scale of wages operative in 1918 in a geographical district in which Cleveland and Chicago were selected as representative industrial cities, head bakers received $363 more per year than the elementary teachers of the same district, blacksmiths $890 more and machinists $1,138 more. He pertinently suggests that it is worth more to mould dough for bread than to mould boys and girls into citizens, to hammer hot iron than to hammer ideals and to construct machines than to build character.

A comparison of teachers' salaries with incomes in other professions in the business world reveals like discrepancies. For instance, the report finds that a teacher's chances of securing an income of $3,000 or over would be one and one half times greater on the stage, three times greater in the clergy (never considered an overpaid profession), nine times

[1] From the United States *Monthly Labor Review*.

greater in storekeeping, commercial traveling or the real estate business and fourteen times greater in publishing, medicine, military service and insurance.

Though the 16 per cent. increase in teachers' salaries between 1914–15 and 1918 is, of course, entirely inadequate to meet the advance in the cost of living, it is, nevertheless, encouraging as indicative of an awakening public sentiment in a matter of vital importance to the future welfare of the country. With 5,500,000 persons in the United States over ten years of age who can neither read nor write, and an Americanization problem of startling proportions awaiting solution, the nation can not afford to have 50,000 vacancies in the teaching profession. It must in some manner rescue its schools.

Some of the cities have made an effort during 1918–19 to meet the situation by granting increases or from $5 to $10 a month to flat increases of several hundred dollars per year, and a number of the states also have made increases through recent state legislation. Among them Virginia increased its appropriation for teachers' salaries by $800,000 to aid the rural schools in matters of salary and length of school term. Texas appropriated $2,000,000 for 1919–1920 and an equal amount for 1920–21 to provide better salaries and longer school terms in its rural schools, and provided equal pay for men and women. The minimum salary for high-school teachers in South Carolina was increased from $55 to $75 per month, a gain of about 36 per cent. Oregon placed its minimum monthly salary for any public-school teacher at $75. In Indiana the salaries of four classes of teachers have been increased from 25 to 30 per cent., according to class. College graduates in Iowa now receive a minimum salary of $100 per month, and graduates of a two years' normal, $80. The New York law, the most important salary law passed recently, provides that "all cities in the state of the first and second class shall pay minimum salaries of $880 for elementary teachers, and shall provide at least eight annual increments." Kentucky has established a $50 minimum salary for first-class rural schools. Legislation dealing with teachers' salaries is also pending in Massachusetts, Georgia, Connecticut and Illinois.

Only one or two of the states reporting had enacted any legislation looking toward the relief of the rural schools, which have the greatest need of financial help. There is, however, a distinct realization of this need and a growing appreciation of the fact that until the rural schools are able to compete successfully with those in larger towns and cities they must continue to attract only such teachers as are either poorly trained or merely seeking experience of a temporary character.

It must, however, be emphasized that notwithstanding these efforts to improve teachers' salaries there has been no real increase in 1918–19 over 1917–18 because, as stated before, the increases given teachers during this period were not even sufficient to meet the increases in their living expenses.

THE NEW JERSEY CONTINUATION SCHOOL LAW[1]

THE continuation school law requires that every school district in which there are legally employed twenty or more minors between the ages of 14 and 16 shall establish a continuation school. The only exception to this provision is in the case of certain districts where such schools are maintained by a country board for vocational education. In districts having only twenty or twenty-five children coming under the provisions of the law, the term "continuation school" will mean a class rather than a district school.

The purpose of the continuation school is to provide a practical type of education for boys and girls who have left the elementary schools and gone to work. It is the business of such a school to carry forward and conserve the elementary education that these young people have already received in the lower grades. Unless we do this the investment already made in their education will be

[1] The continuation school law will go into effect on July 1, 1920. The commissioner of education has issued a circular letter to all boards of education in the state from which these extracts are made.

in a considerable measure lost. The final aim is to make good citizens and efficient workers of the young people who go out to man the industries of the state.

The expenditure of school money for this purpose is fully justified. Boys and girls in industry are as much entitled to an education beyond the elementary grades as are high school pupils. If we do not provide such education we are discriminating against those who are not able to go to the high school. The better citizenship that will unquestionably result from such training, moreover, is alone ample justification for the expenditure it will require.

Boys and girls in industry have an undeniable right to this schooling. The wealth they annually create for the state would more than pay for the cost of their own education in the continuation school, as well as that of every pupil in the high schools of New Jersey.

Wherever possible the continuation school should be separately organized. These pupils can not be put into classes with other pupils. Experience in other states has shown that in the larger cities the continuation school should have its own building and its own corps of teachers. The continuation school is not an evening school. It must be conducted during the working hours. Instruction must be largely individual.

Schools having an enrollment of 400 or more will require the services of a director to give his full time to organization and supervision. One half of the salary of such director will be paid from federal funds based on the salaries of approvable teachers.

Teachers of the following subjects will be necessary: (1) academic subjects, (2) shop subjects, (3) home economics, (4) drawing, (5) commercial work. Only the larger schools will require all these. In the smaller schools a properly qualified teacher from the regular classes can at first be utilized on part time where this is necessary, although even in the smaller schools this is not a desirable practise. It is recommended that men teachers be employed by boys' classes and women teachers for girls' classes in all lines of work.

It will be necessary to determine as soon as possible the number of pupils for which your district will have to provide. It is suggested that each district compile a complete list of pupils under the age of 16 years to whom age and schooling certificates have been issued during the past two years. This data can be secured from the files of the district officer issuing employment certificates. (Disregard those children who will be 16 years of age on or before December 31, 1920.) Check the figures thus obtained by requesting all employers in your district to report the names of all the children between 14 and 16 years of age in their employ.

A teacher quota amounting to $400 per annum for the full time services of each approved teacher for a period of 36 weeks will be allowed. An amount equal to one half of the salary of a full time director will be allowed from federal funds.

The following persons will be affected by the provisions of the continuation school law:

1. All children between the ages of 14 and 16 to whom age and schooling certificates have been or shall hereafter be granted. Such children must attend the continuation school 6 hours a week for at least 36 weeks.

2. Employers of the above, who must sign an agreement to permit such children to attend and who must notify the issuing officer when such children leave his employ.

3. Parents, guardians or persons in parental authority, who must cause such children to attend.

4. School authorities, who must provide continuation schools for such children, and attendance officers, who shall enforce attendance.

5. County superintendents, who apportion teachers' quotas and notify school authorities of the transfer of pupils from one district to another.

6. The State Board of Education and the Commissioner of Education, who must see that the law is enforced, and approve the location, organization, course of study, certification of teachers, etc., for these schools.

SPECIAL ARTICLES

THE CONTENTS OF SCHOOL READING BOOKS

IN order to learn what reading material is provided for children in the elementary school, twenty-two sets of readers now in more or less common use were indexed. The books chosen are all mainly "literary" in character and constitute sets or series, usually covering all grades from the first to the eighth. In three instances the upper books of the series were not yet available. At least fifteen of the series have been widely adopted as regular or basal readers. It is recognized of course that much additional reading matter is provided for children by means of single long pieces, special collections, and library books, but the main source of material for reading in most schools is undoubtedly the prescribed "reader."

The index made contains about 4,300 titles. In compiling it the lessons obviously "made up" to give practise in the recognition of words in the first months of school were omitted. But all stories or poems having any sort of standing as such were included. The list of titles was swelled by the inclusion of those given by editors to excerpts from such long selections as "Robinson Crusoe" and Franklin's "Autobiography." Only about 225 deductions must be made on this account, however, leaving a total still of over 4,000 separate pieces.

These are attributed to 1,160 authors, several of whom are merely editors or adapters of portions of longer works and particularly of folk tales. The number given does not take fully into account the editorial work of the persons responsible for the various series as wholes, though their names were counted in cases where they were signed to particular selections. Which authors most often appeared will be shown below.

Over 2,500 of the pieces listed are named but once. That is, more than half of the selections made by the authors of these 22 sets of school readers are uncommon, so uncommon as to appear in only one of the sets. 214 titles appear from five to nine times; 45 from ten to fourteen times, and 12 from fifteen to nineteen times. No selection appears more than nineteen times.

The titles named ten times or more, with authors and frequencies, are as follows:

Allingham, The Fairies, 12.
Andersen, The Steadfast Tin Soldier, 10.
Anderson, The Ugly Duckling, 13.
Bjornsen, The Tree, 12.
Browning, Home Thoughts from Abroad, 11.
Browning, How They Brought the Good News from Ghent to Aix, 11.
Browning, Incident of the French Camp, 13.
Browning, Pied Piper of Hamelin, 18.
Bryant, Planting of the Apple Tree, 10.
Bryant, Robert of Lincoln, 14.
Bryant, Song of Marion's Men, 10.
Bryant, To a Waterfowl, 17.
Burns, A Man's a Man, 11.
Byron, Destruction of Sennacherib, 10.
Carlyle, To-day, 10.
Drake, The American Flag, 10.
Emerson, Concord Hymn, 16.
Emerson, The Mountain and the Squirrel, 10.
Franklin, Proverbs, 10.
Franklin, The Whistle, 10.
Gray, Elegy, 12.
Hemans, Landing of the Pilgrims, 16.
Holmes, The Chambered Nautilus, 14.
Holmes, The Deacon's Masterpiece, 10.
Holmes, Old Ironsides, 11.
Hunt, Abou ben Adhem, 17.
Ingelow, Seven Times One, 12.
Irving, Rip Van Winkle, 17.
Key, The Star Spangled Banner, 11.
Kingsley, The Lost Doll, 10.
Kipling, Toomai of the Elephants, 13.
Lincoln, Address at Gettysburg, 19.
Longfellow, The Arrow and the Song, 12.
Longfellow, The Village Blacksmith, 18.
Lowell, The First Snow-Fall, 10.
Macaulay, Horatius, 10.
Miller, Columbus, 11.
Moore, A Visit from St. Nicholas, 13.
Saxe, The Blind Men and the Elephant, 11.
Scott, Lockinvar, 12.
Scott, Love of Country, 15.
Shakespeare, Orpheus with his Lute, 10.
Shakespeare, Under the Greenwood Tree, 11.
Sherman, Daisies, 11.
Smith, America, 11.
Stevenson, My Shadow, 15.
Stevenson, The Wind, 11.
Tennyson, The Brook, 12.

Tennyson, The Bugle Song, 19.
Tennyson, The Charge of the Light Brigade, 12.
Tennyson, Sir Galahad, 10.
Thaxter, The Sandpiper, 11.
Whitman, O Captain, My Captain, 11.
Whittier, The Barefoot Boy, 12.
Wolfe, Burial of Sir John Moore, 10.
Wordsworth, Daffodils (I wandered lonely), 18.

Of the fifty-six selections in this list—fifty-six out of four thousand—only a dozen are included in two thirds or more of the sets of readers indexed. These are "The Pied Piper of Hamelin" (sometimes retold), "The Landing of the Pilgrims," "Abou ben Adhem," "Rip Van Winkle," "The Gettysburg Address," "The Village Blacksmith," Scott's "Lives there the Man," Stevenson's "My Shadow," Tennyson's "The Bugle Song," Emerson's "Concord Hymn," Wordsworth's "Daffodils," and Bryant's "To a Waterfowl."

Fifty-seven authors (or sources) are represented by ten or more titles, as follows:

Æsop, 774.
Anderson, 32.
Arabian Nights, 15.
Bible, 40.
Beecher, 20.
Browning (R.), 16.
Browning (Mrs.), 10.
Bryant, 38.
Burns, 19.
Burroughs, 18.
Carlyle, 14.
Carroll, 22.
Cary (Alice), 17.
Cary (Phœbe), 12.
Coleridge, 15.
Cooper, 15.
Dickens, 48.
Dodge, 14.
George Eliot, 16.
Emerson, 36.
Field, 19.
Franklin, 26.
Goldsmith, 15.
Grimms, 38.
Hawthorne, 33.
Holmes, 30.
Irving, 37.
Keats, 14.
Kingsley, 31.
Kipling, 10.
Longfellow 91.
Lowell, 35.
Macaulay, 18.
Macdonald, 18.
Milton, 12.
Moore, 13.
Parkman, 10.
Poe, 11.
Reade, 12.
Richards, 15.
Riley, 19.
Rossetti, 38.
Ruskin, 27.
Scott, 52.
Shakespeare, 69.
Sherman, 20.
Southey, 12.
Stevenson, 72.
Tabb, 13.
Taylor, 16.
Tennyson, 50.
Thackeray, 17.
Thaxter, 18.
Van Dyke, 18.
Webster, 16.
Whittier, 50.
Wordsworth, 40.

Longfellow leads by a wide margin, the only competitors being Stevenson and Shakespeare. The next three are Scott, Tennyson, and Whittier. Four of the six are British, and all except Scott—and he partly—are represented by poetry. Of the whole number twenty-five—less than half—are American. The writings of thirty of the authors are wholly in verse and those of eleven more are partly so. This means that there is more verse that is common to several sets of readers than prose. Doubtless the wider range of verse selections in the case of the leading writers is due to the quality of brevity. Prose pieces are generally too long to suit the requirements of a small book that must contain —according to custom—a large number of pieces of varied character.

The most striking fact which this index presents is the lack of a consensus of opinion as to what American children should read in school. The majority of the pieces which the editors of these twenty-two sets of readers have chosen appear but once. The effort has apparently been to get something "different." Yet these are basal, not supplementary, readers. No educational principle of inclusion or exclusion can be traced which is in any sense common to as many as half of the series.

There is no clear consensus even as to the difficulty which the various selections may be supposed to present to the pupils. No piece mentioned five or more times is placed always in the same school year or grade. The common range in such cases is four or more grades and some pieces are placed in seven of the eight school years.

This would seem to suggest a wide variation of aims and points of view on the part of the editors. There is not sufficient evidence in the prefaces and manuals of the various series, however, to justify any general statements with regard to this. The majority of the editors do not say exactly what their aims are. Doubtless different modes of treatment are intended by different editors. Only thus could such wide variation in grading be explained or justified.

American educators apparently have at present no well-defined policy as to the content of school reading books. The first step toward one will have been taken when the existing situation has been adequately analyzed and presented.

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